

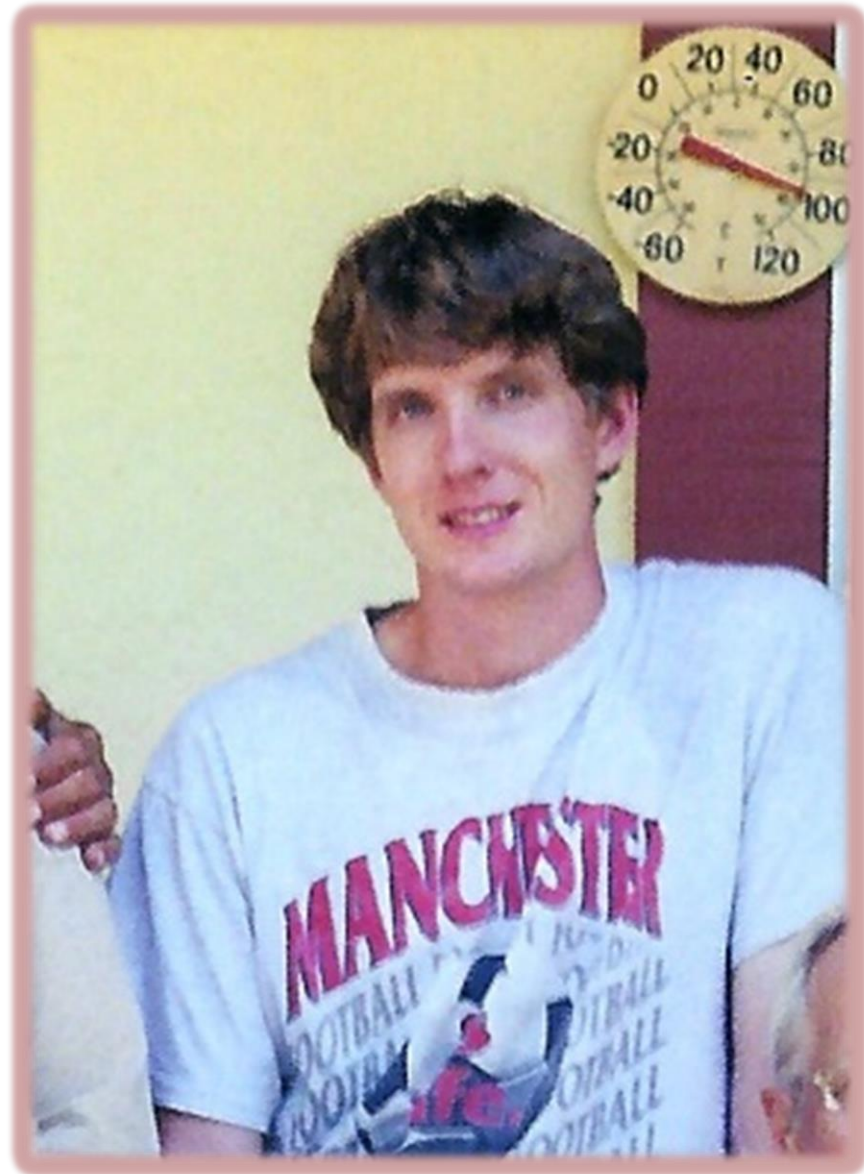
Equity in Excellence

Community College of Aurora
Metropolitan State University of Denver
University of Colorado at Denver

**A Project led by the Center for Urban Education
at the Rossier School of Education, USC**

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The Equity Scorecard



Laying the
Groundwork



Defining the
Problem



Assessing
Interventions



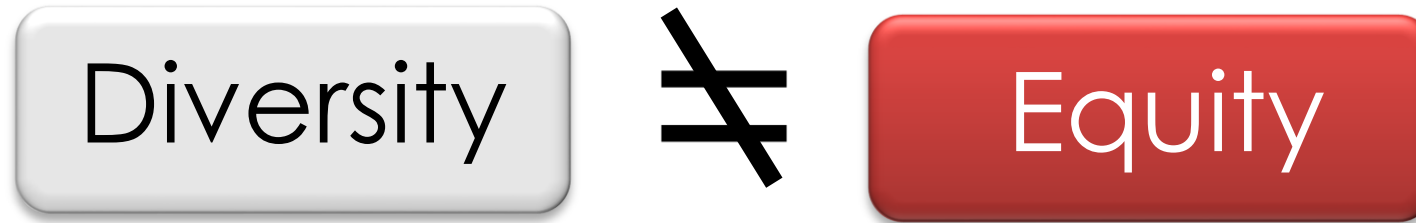
Implementing
Solutions



Evaluating
Results

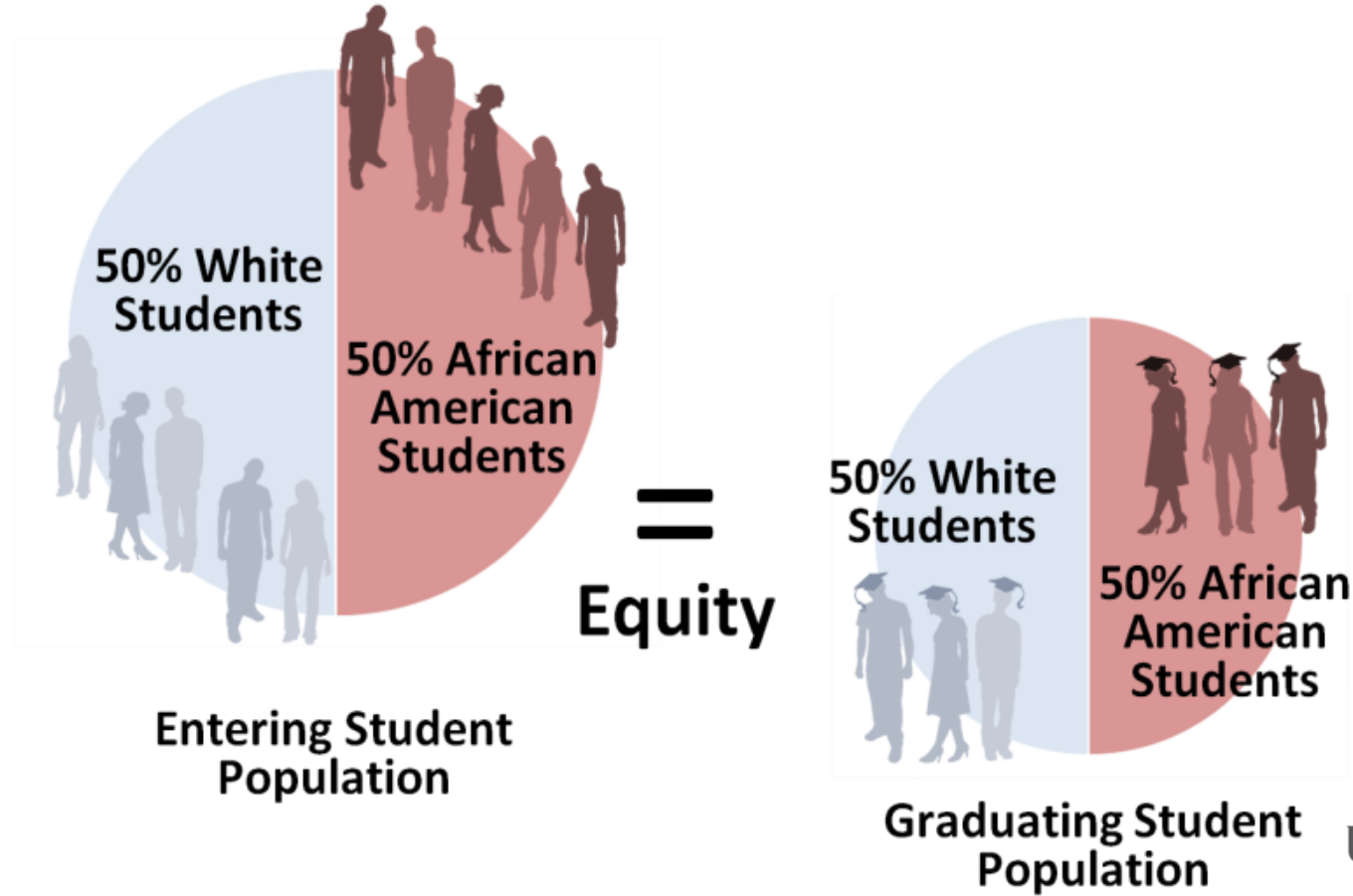
Equity is not...

Equity is an abstract concept that holds different meanings for different people. One of the most common misperceptions is that equity is a concept synonymous with equality or with diversity.



Equity is...

Representational Equity: The proportional participation of historically underrepresented student populations at all levels of an institution.



Turning Practitioners into Anthropologists

CUE Protocols for Inquiry

- Data
- Syllabus Review
 - Observations of First Day of Class
- Course Inventory

Cultural Artifacts - Data

	Completed 045 and 060	Completed Mat 050		
		Spring 2014		
Total	24.1%	45.2%		

Cultural Artifacts - Data



	Completed 045 and 060	Completed Mat 050		
		Spring 2014		
Total	24.1%	45.2%		
Black	17.2%	29.6%		
Hispanic	27.9%	42.2%		
White	27.9%	67.4%		

Cultural Artifacts - Data



Comparison of Two Teacher's Success Rates

	Teacher 1		Teacher 2		Difference
Total	255	66.3%	173	78.0%	-11.8%

Cultural Artifacts - Data



Comparison of Two Teacher's Success Rates

Ethnicity	Teacher 1		Teacher 2		Difference
Asian	29	75.9%	24	88.3%	-7.5%
Black Non-Hispanic	47	55.3%	43	69.8%	-14.4%
Hispanic	32	62.5%	21	90.5%	-28.0%
White Non-Hispanic	126	70.6%	68	73.5%	-2.9%
Total	255	66.3%	173	78.0%	-11.8%

Statements from Syllabi Review

“The scope of the MAT 050 class will cover the equivalent of three years of math in a traditional pre-college classroom.”

Statement from Syllabi Review

“Attendance is Mandatory! There is no such thing as an excused absence. Up to 90% of your grade in the course will be based on your participation in activities that take place in class.”

Observation of First Day of Class

- Students coming in late
- Texting in class
- One student leaving to answer a phone

What We Learned

Good data can hide really bad data

Our culture speaks louder than our words and intentions.

There is a pervasive and specious belief that equitable outcomes cannot be achieved without fixing broken students or lowering standards

The outliers are not outliers by chance, and we can teach others to be outliers

Participant Reflections



Faculty Quotes

“As I began digging into the protocol and looking into my teaching practices, I realized that I made many assumptions.”

“I’d make assumptions – they aren’t capable of doing it, they don’t have the prerequisite skills; or, they aren’t committed, they have too much other stuff on their plates, their lives are too messy.”

“I realized that none of that, true or not, mattered one bit...It is up to me to make them do what they need to do to be successful.”

Participant Reflections



Faculty A – College Algebra Success Rates

Ethnicity	2 Years Prior	2014/2015	Difference
Black Non-Hispanic	50.0%	83.3%	+33.3%
Hispanic	55.0%	62.5%	+7.5%
White Non-Hispanic	66.3%	76.0%	+9.7%
Total	61.8%	78.1%	+16.3%

Participant Reflections



Faculty Quotes

“So I tried something different. I got in the faces of these huge boys and told them that they were too smart to fail my class and I was not going to put up with it....”

“...Then the weirdest thing happened... They kept showing up.

“I came to see that many of my behaviors were white middle-class woman behaviors.

Participant Reflections



Faculty B – Dev Math Success Rates Over 2 Years

Ethnicity	2 Years Prior	2014/2015	Difference
Black Non-Hispanic	43.5%	63.6%	+20.1%
Hispanic	78.9%	75.0%	-3.9%
White Non-Hispanic	65.9%	81.8%	+15.9%
Total	56.4%	68.4%	+12.0%

Why We Look at Race/Ethnicity



	Completed 045 and 060	Completed Mat 050		
		Spring 2014		
Total	24.1%	45.2%		
Black	17.2%	29.6%		
Hispanic	27.9%	42.2%		
White	27.9%	67.4%		

Why We Look at Race/Ethnicity



	Completed 045 and 060	Completed Mat 050		
		Spring 2014	Fall 2014	
Total	24.1%	45.2%	57.1%	
Black	17.2%	29.6%	42.6%	
Hispanic	27.9%	42.2%	60.9%	
White	27.9%	67.4%	69.4%	

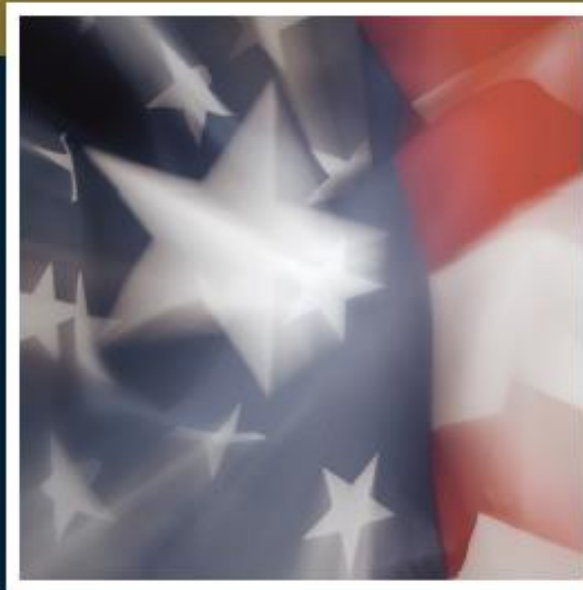
Why We Look at Race/Ethnicity



	Completed 045 and 060	Completed Mat 050		
		Spring 2014	Fall 2014	Spring 2015
Total	24.1%	45.2%	57.1%	63.5%
Black	17.2%	29.6%	42.6%	56.9%
Hispanic	27.9%	42.2%	60.9%	67.3%
White	27.9%	67.4%	69.4%	65.0%

FIVE PRINCIPLES FOR CREATING EQUITY BY DESIGN

AMERICA'S UNMET PROMISE:
The Imperative for Equity in Higher Education



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